Remedial and Advanced Courses in Mathematics Taken by High-School Sophomores and Seniors, By Race/Ethnicity, Sex, And Socioeconomic Status, 1980

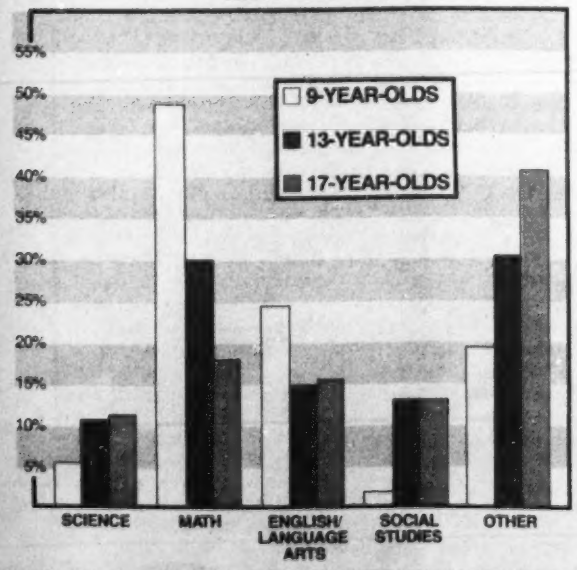
(percent)

Student Characteristic	Remedial Mathematics	Advanced or Honors Mathematics
All Sophomores	34.2	24.2
Race/Ethnicity:		
White[1]	33.5	24.4
Black[1]	37.0[2]	21.8[2]
Hispanic	39.1[2]	19.9[2]
American Indian	45.4[2]	17.3
Asian/Pacific Islands	24.6[2]	39.7[2]
Sex:		
Male	35.8	25.1
Female	23.7[2]	23.4[3]
Socioeconomic Status:		
Low	41.0[4]	18.0[4]
Middle	35.3	23.3
High	24.9[4]	32.6[4]
All Seniors	30.0	23.0
Race/Ethnicity:		
White[1]	29.3	23.4
Black[1]	34.3[2]	20.3[2]
Hispanic	37.5[2]	18.0[2]
American Indian	41.9[2]	18.7
Asian/Pacific Islands	22.4[2]	41.9[2]
Sex:		
Male	31.7	25.5
Female	28.5[3]	20.8[3]
Socioeconomic Status:		
Low	39.0[4]	16.1[4]
Middle	30.9	22.3
High	19.6[4]	32.6[4]

[1] Non-Hispanic
[2] Represents significant difference from the white population at the .05 level
[3] Represents significant difference from the male population at the .05 level
[4] Represents significant difference from the middle socioeconomic status population at the .05 level
SOURCE: National Center for Education Statistics

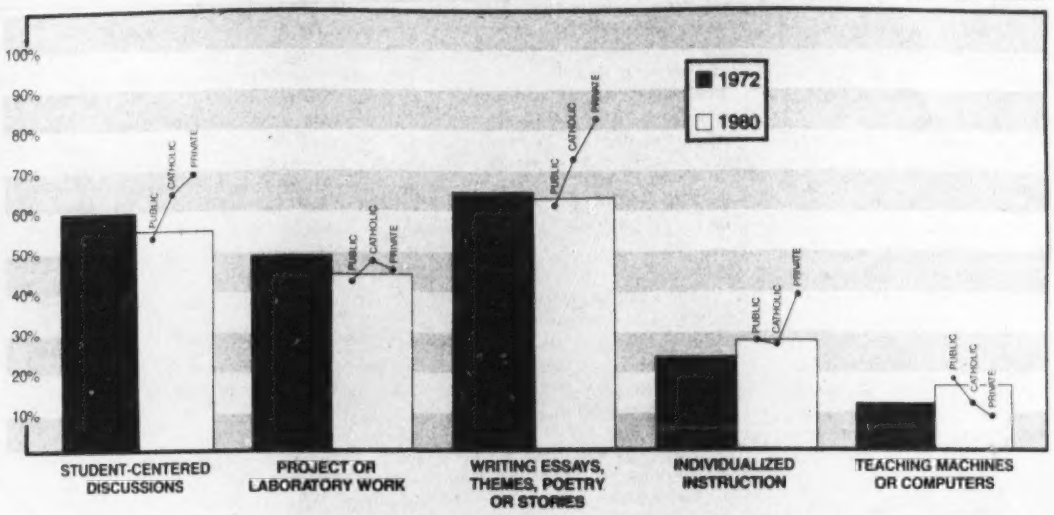
Percentages of Students Naming Various Subjects In School As Their Favorite, Ages 9, 13, 17

SOURCE: National Assessment of Educational Progress



Teaching Methods Used In Courses Taken by High-School Seniors

SOURCE: National Center for Education Statistics



Because of the small school sample size, the heterogeneity of the schools, and the high non-response rate for schools in this sector, the estimates for other private schools are not nearly as accurate or as interpretable as those for public or Catholic schools.

Most Frequently Used Science Textbooks/Programs, By Grade Range[1]

Textbook/Program	Percent of K-3 Classes
Concepts in Science (Brandwein)	12
Science: Understanding Your Environment (Mallinson)	5
New Laidlaw Science Program (Smith)	5
Heath Science Series (Schneider)	4
Science Curriculum Improvement Study (SCIS): Life Science	4
Modern Elementary Science (Fischler)	4
Science: A Process Approach (SAPA)	2
Science Curriculum Improvement Study (SCIS): Physical Science	2
Modular Activities Program in Science (Berger)	2
Kindergarten Keys (Economy)	2

Textbook/Program	Percent of 7-9 Classes
Focus on Earth Science (Bishop)	8
Intermediate Science Curriculum Study: Probing the Natural World	7
Principals of Science Series (Heimler)	6
Introductory Physical Science (IPS) (Haber-Schaim)	4
Living Things (Fitzpatrick)	3
Study Lessons in General Science (Gross)	3
Focus on Life Science (Heimler)	3
Modern Science Series (Blanc)	3
Life: Its Forms and Changes	3
Modern Biology (Otto)	2
Modern Earth Science (Ramsey)	2
Life in the Environment (Navarra)	2
Interaction of Man and the Biosphere: Inquiry in Life Science (Abraham)	2

Textbook/Program	Percent of 4-6 Classes
Concepts in Science (Brandwein)	16
Science: Understanding Your Environment (Mallinson)	10
New Laidlaw Science Program (Smith)	7
Today's Basic Science Series (Navarra)	7
Elementary Science: Learning by Investigating (ESLI)	5
Heath Science Series (Schneider)	5
Steck-Vaughn Elementary Science Series (Ware)	4
Introductory Physical Science (Haber-Schaim)	3
Science: A Process Approach (SAPA)	3
Science Curriculum Improvement Study (SCIS): Life Science	3
Investigating in Science (Jacobson)	2
Science Curriculum Improvement Study (SCIS): Physical Science	2

Textbook/Program	Percent of 10-12 Classes
Modern Biology (Otto)	12
Modern Chemistry (Metcalfe)	7
Biological Science: An Ecological Approach (BSCS Green)	6
Biological Science: An Inquiry Into Life (BSCS Yellow) (Moore)	4
Biology: Introduction to Life (Nason)	3
Biology: Living Systems (Oram)	3
College Physics (Schaum)	3
Modern Physics (Williams)	3
Biology (Kroeber)	2
Biological Science: Molecules to Man (BSCS Blue)	2
Biology (Smallwood)	2
The Project Physics (Rutherford)	2
Modern Physical Science (Tracy)	2

Most Frequently Used Mathematics Textbooks/Programs, By Grade Range[1]

Textbook/Program	Percent of K-3 Classes
Holt School Mathematics (Nichols)	18
Mathematics Around Us: Skills and Applications (Bolster)	13
Modern School Mathematics: Structure and Use (Duncan)	8
Elementary School Mathematics (Eicholz)	8
The Understanding Mathematics Program (Gundlach)	8[2]
Investigating School Mathematics (Eicholz)	5
Exploring Elementary Mathematics (Keedy)	4
Heath Elementary Mathematics Program (Dilley)	3
Mathematics for Individual Achievement (Denholm)	2
Laidlaw Mathematics Series (McSwain)	2
Silver Burdett Mathematics System (LeBlanc)	2
Using Numbers (Gundlach)	2

Textbook/Program	Percent of 7-9 Classes
Holt School Mathematics (Nichols)	7
Modern Algebra: Structure and Method (Dolciani)	7
Exploring Modern Mathematics (Keedy)	6
Modern School Mathematics: Structure and Method (Dolciani)	6
Modern Mathematics Through Discovery (Morton)	5
School Mathematics (Eicholz)	4
Mathematics Around Us: Skills and Applications (Bolster)	4
Elementary Algebra (Denholm)	3
The Understanding Mathematics Program (Gundlach)	3
Refresher Mathematics (Stein)	2
Fundamentals of Mathematics (Stein)	2
Modern School Mathematics: Pre-Algebra (Dolciani)	2
Modern School Mathematics: Structure and Use (Duncan)	2

Textbook/Program	Percent of 4-6 Classes
Holt School Mathematics (Nichols)	19
Modern School Mathematics: Structure and Use (Duncan)	10
Mathematics Around Us: Skills and Applications (Bolster)	9
Investigating School Mathematics (Eicholz)	9
Elementary School Mathematics (Eicholz)	8
Exploring Elementary Mathematics (Keedy)	5
Laidlaw Mathematics Series (McSwain)	4
Mathematics for Individual Achievement (Denholm)	4
Silver Burdett Mathematics System (LeBlanc)	4
Heath Elementary Mathematics Program (Dilley)	3
Unifying Math (Deans)	3

Textbook/Program	Percent of 10-12 Classes
Modern Algebra and Trigonometry: Structure and Method (Dolciani)	13
Modern School Mathematics: Geometry (Jurgensen)	12
Modern Algebra: Structure and Method (Dolciani)	4
Geometry (Jurgensen)	3
Geometry (Morgan)	3
Modern Introductory Analysis (Dolciani)	3
Algebra II with Trigonometry (Smart)	2
Holt Algebra II with Trigonometry	2

[1] Teachers were given a list of titles and asked 1) to select the ones their sample class used and 2) to further select *the one* "used most often." These data represent the responses to the second question. Teachers were able as well to report titles not on the list. Where a book has more than one author, only the first one listed is used. Program includes a variety of combinations; frequently a book with manipulative materials, or tapes, or individually paced card sets, etc.
[2] This percent includes the percent of use for *Using Numbers* (Gundlach) which is a part of the program.
SOURCE: Weiss, Iris R., *Report of the 1977 National Survey of Science, Mathematics, and Social Studies Education.*

11/2/82 P-4483-2 A

A MANIFESTO

That's what philosopher Mortimer Adler calls his Paideia Proposal to "revolutionize" the nation's schools. And he is traveling far and wide to make his case.

See Page 9.

A QUESTION

Is a military presence appropriate in a high school? As the number of schools offering Reserve Officers Training Programs grows, so does the concern among some parents and educators.

See Page 7.

A WARNING

Many Americans underestimate the power of destructive cults, claims an organization formed to counter their influence on adolescents and young adults.

See Page 8.

EDUCATION WEEK

American Education's Newspaper of Record Volume II, Number 9 · November 3, 1982

© 1982 Editorial Projects in Education

Time for Private Foundations for Public Schools?

Launched in More Than 100 Areas, They Provide 'Grassroots' Support and Funds, Say Proponents

By Thomas Toch

SAN FRANCISCO—The Ford Foundation sponsored a conference here last week on an unorthodox idea for raising money for public schools: creating local, nonprofit foundations with the single goal of supporting public education with funds from private sources.

Three years ago, there were only a few such foundations. Now, it is estimated, there are 100 of the independent, locally controlled bodies, most of them in California, where school systems suffered severe budget cuts after the passage of Proposition 13 in 1978.

The meeting here, the first of its kind, suggests the concept is gaining momentum: nearly 400 educators, parents, and philanthropists—almost double the number expected—attended.

If the idea indeed catches on, it could become a focus of attention for educators nationwide. Because such foundations are supported by donations from parents, business groups, and other foundations, some educators say their growth may signal a renewed community commitment to public schools.

Concerned About Decisions

On the other hand, because the education foundations already in place are usually run by directors independent of school officials, some conference participants expressed concern that decisions on how public-school money is spent could be taken out of the hands of school officials.

Nonetheless, the current fiscal crisis faced by many schools has created considerable interest in the idea, among both educators and those outside of the schools.

"There is an urgency to tap whatever sources of funding are available," said Vern Brimley, assistant to the superintendent of the Provo, Utah, schools.

Advocates of school foundations say they are valuable for a number of reasons.

"We are a very strong, grassroots public-relations voice for the school district," contended Gladys S. Thacher, executive director of the San Francisco Education Fund, which has awarded $800,000 for 201 school projects in its first three years. "We are giving the general community some kind of voice in education."

Added Robert Evans, an elementary-school principal who recently started a foundation to support "enrichment" projects in the Cinnabar school system in Northern California: "Our foundation is getting people from outside the schools involved in setting school goals. Our base of support is growing."

Edward J. Meade Jr. of the Ford Foundation told conference participants that local

Continued on Page 15

State Aid to Private Schools Termed Extensive in Survey

By Eileen White

WASHINGTON—Twenty-six states provide private schools with "auxiliary services" that are "arguably unconstitutional," a survey released last month by an organization that opposes government aid to church-affiliated schools contended.

"The extent of these programs far exceeds the projections made by the National Council of Churches and other such groups. . . . The results are alarming," stated the survey. Entitled *Auxiliary Services to Religious Elementary and Secondary Schools: The State of State Aid*, it was conducted for Americans United for the Separation of Church and State, located here.

A spokesman for the church-state organization said the group is preparing to file lawsuits, based on the results of the survey, contesting aid programs in "two or three" states.

The organization has been active in a lawsuit, currently pending in the U. S. Supreme Court, contesting tax deductions for private-school tuition in Minnesota. Americans United also won a lawsuit last summer that struck down a Grand Rapids, Mich., program that permitted public-school teachers to teach secular subjects in private schools.

Lee Boothby, the group's lawyer, would not disclose which of the state programs identified by the survey would be the subject of the new lawsuits. He said the results of the survey, which was conducted for the organization by a research assistant at the University of Virginia, show that states are providing several types of "possibly unconstitutional" aid.

Types of Aid Included

According to the survey, the aid included: loans of instructional material (13 states); gifts of textbooks (7 states); the provision of health services in private schools by public-school personnel (6 states); and released-time programs for religious instruction that permit religion teachers to use public-school classrooms (7 states).

Two types of programs identified in the survey, involving loans of certain instructional materials and released time for religious instruction, have been held unconstitutional by the U. S. Supreme Court, in

Continued on Page 16

Success of Minority Engineering Programs May Have Promise for Secondary Schools

By Susan G. Foster

A concerted effort begun a decade ago to increase the number of minority engineering students appears to have achieved notable results, and may provide models for secondary-school educators seeking to improve the prospects of minority students for training and careers in many fields in which they are now underrepresented.

A study, conducted by officials of the National Action Council on Minority Engineers (NACME), shows that the retention rate for minorities in some engineering schools has equaled or surpassed the rate for white students in the past 10 years. As a result, the number of minority students graduating from the nation's engineering schools during the same period has nearly tripled.

The study, which will be released next week in New York City, attributes these gains to special enrichment programs designed to improve the retention rate for minority students at higher-education institutions throughout the country.

The success of those programs, the

Continued on Page 17

State Superintendent Donald G. Gill, left, and Justice Thomas J. Moran, who wrote the opinion

Illinois High Court Rejects Guidelines For Desegregation

State Board Is Stripped Of Enforcement Powers

By Don Sevener
Special to Education Week

In a major setback for civil-rights forces, the Illinois Supreme Court has barred the State Board of Education from enforcing the desegregation of local school districts.

In a 6-to-0 ruling, the state's highest court ruled that the board overstepped its authority when it established regulations dictating racially balanced schools and held that only local boards have the statutory power to set desegregation policies.

Advocates of desegregation in Illinois and nationally said the decision represents a step backward for the state and a further signal that those seeking redress of segregation will have to turn to the federal courts.

"This is the second state supreme court to take a definite step backward," said Meyer Weinberg, director of the Center for Equal Education at the University of Massachusetts, in reference to an earlier decision in California. "The only remedy is for parents or civil-rights groups to go to court, and that will clog up the courts."

No Standing to Order Integration

In upholding lower-court rulings, the Illinois Supreme Court said the state board has neither constitutional nor statutory standing to order local districts to integrate schools. The Justices said the board's role is limited by statute to investigating complaints of discrimination and handing its findings to the state attorney general for prosecution.

"This procedure insures that the board will not assume the role of prosecutor, judge, and enforcer of its own sanctions,"

Continued on Page 16

THE WEEK

A SUMMARY OF NEWS AND EVENTS

IN SUMMARY

A 'Second Generation' of Desegregation Cases
To improve school quality and parental participation, the Nashville school board has asked the U. S. Supreme Court to approve a plan that would also increase racial isolation. **Story on Page 4.**

A New Perspective on Hyperactive Children
"Hyperactive" children tend to have more problems as young adults than their "normal" peers, whether or not they were treated with stimulant drugs, according to a new study. **Story on Page 4.**

Technology in Education: A World View
Nine European nations, the U. S., Canada, and Israel are undertaking a three-year UNESCO study to examine issues surrounding new educational technologies. **Story on Page 6.**

A Semester on the Bench?
A Michigan family has challenged in court an athletic association's regulation requiring transfer students to sit out one semester before competing in interscholastic sports. **Story on Page 6.**

Testing for Stress
Violence, noise, and overwork are the greatest contributors to stress among teachers, say two researchers who have developed a test to measure the factors that cause "burnout." **Story on Page 10.**

The Army Under Fire
San Francisco school officials have charged that the U. S. Army is undermining the city's public schools by providing free transportation to private schools for children at a nearby base. **Story on Page 11.**

A Warning About the Lame-Duck Session
A newly formed civil-rights organization is fearful that conservative forces in Congress will push through anti-busing legislation when Congress reconvenes later this month. **Story on Page 11.**

Colleges Column	10	Federal File	11
Commentary	18 and 24	Letters	18
Databank	12 and 13	Marketplace	23
Deadlines	21	New in Print	19
Events	20	Washington News	11

EDUCATION WEEK (ISSN 0277-4232) is published 42 times per year (weekly except for the first week in January, the last week in June, the month of July, the first two weeks in August, the last week in November, and the last week in December) by Editorial Projects in Education, Incorporated. Editorial and Advertising Sales Offices located at 1333 New Hampshire Avenue, N.W., Suite 560, Washington, D.C. 20036. (202) 466-5190. Subscriptions: U.S. and Canada: $39.94 for 42 issues. Foreign: $85.94 (airmail) and $56.44 (surface mail) for 42 issues. Application to mail at second-class postage rates is pending at Washington, D.C. and at additional mailing offices. **POSTMASTER:** Send address changes to EDUCATION WEEK, P.O. Box 1939, Marion, Ohio 43305. Volume II, Issue 9.

EDITOR & PUBLISHER
Ronald A. Wolk

EXECUTIVE EDITOR
Martha K. Matuke

NATIONAL EDITOR
Peggy Caldwell

ASSISTANT EDITORS
Susan Walton, Margaret L. Weeks

STAFF REPORTERS
Charlie Euchner, Susan Foster, Alex Heard
Tom Mirga, Sheppard Ranbom, Thomas Toch, Eileen White

EDITORIAL ASSOCIATES
Anne Bridgman, Tricia Furniss

EDITORIAL ASSISTANTS
Wendy McCarren, Ann Rickerich

ART DIRECTOR
Richard A. Fletcher

SYSTEMS MANAGER
Anne Bridgman

CIRCULATION MANAGER
Rhenda J. Sucher

ASSISTANT TO PUBLISHER
Jeff Ranbom

CIRCULATION ASSISTANT
Carol Ebbin

BOOKKEEPER
Lorna Green

PRODUCTION ASSISTANT
Libby Hatch

ADVERTISING SALES REPRESENTATIVES

East Coast and Midwest
Leslie K. Hubbard
Suite 560
1333 New Hampshire Avenue, N.W.
Washington, D.C. 20036
202/466-5190

West Coast, Oklahoma, and Texas
Joe Shere
1507 Bonnie Doone Terrace
Corona del Mar, California 92625
714/640-5689

SUBSCRIPTION RATES IN U.S. AND CANADA

One year (42 issues) . . $39.94. Outside the U. S. and Canada. . .$56.44 per year for surface mail and $85.94 per year for airmail. Send subscription correspondence to: Education Week, P.O. Box 1939, Marion, Ohio 43305.

Back issues are available at $1.71 each (including 71¢ for first class postage). Send order to: Back Issues, Education Week, Suite 560, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036.

Statement of Ownership, Management, and Circulation
(Required by 39 U.S.C. 3685)

Date of filing: October 1, 1982. Title of Publication: Education Week. Frequency of Issue: forty-two issues annually, weekly except the first week of January, the last week of June, the month of July, the first two weeks of August, and the first and last weeks of December. Location of Known Office of Publication: Suite 560, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036. Location of the Headquarters or General Business Offices of the Publishers: Suite 560, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036. Managing Editor: None. Owner: Editorial Projects in Education, Inc., Suite 560, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036. Known Bond-Holders, Mortgagees, and Other Security Holders Owning or Holding one percent or more of Total Amount of Bonds, Mortgages, or Other Securities: None. Extent and Nature of Circulation: A. Total No. Copies Printed (Net Press Run): Average No. Copies Each Issue During Preceding 12 Months, 30,631. Single Issue Nearest Filing Date, 21,900. B. Paid Circulation: 1. Sales Through Dealers and Carriers, Street Vendors, and Counter Sales: Average No. Copies Each Issue During Preceding 12 months, 0. Single Issue Nearest to Filing Date, 0. 2. Mail Subscriptions: Average No. Copies Each Issue During Preceding 12 Months, 19,809. Single Issue Nearest to Filing Date, 20,299. C. Total Paid Circulation: Average No. Copies Each Issue During Preceding 12 Months, 19,809. Single Issue Nearest to Filing Date, 20,299. D. Free Distribution by Mail, Carrier, or Other Means (Samples, Complimentary, and Other Free Copies): Average No. Copies Each Issue During Preceding 12 Months, 9,465. Single Issue Nearest to Filing Date, 766. E. Total Distribution (Sum of C and D): Average No. Copies Each Issue During Preceding 12 Months, 29,274. Single Issue Nearest to Filing Date, 21,065. F. Copies Not Distributed: 1. Office Use, Left Over, Unaccounted, Spoiled After Printing: Average No. Copies Each Issue During Preceding 12 Months, 1,357. Single Issue Nearest to Filing Date, 835. 2. Returns From News Agents: Average No. Copies Each Issue During Preceding 12 Months, 0. Single Issue Nearest to Filing Date, 0. G. Total (Sum of E and F): Average No. Copies Each Issue During Preceding 12 Months, 30,631. Single Issue Nearest to Filing Date, 21,900. I certify that the statements made by me above are correct and complete. Ronald A. Wolk, Editor.

NATIONAL

Veto of Regulations Is Unconstitutional, Appeals Court Rules

The laws that give the Congress power to veto federal regulations—including those governing education programs—were declared unconstitutional last month by the U. S. Court of Appeals for the District of Columbia.

The unanimous opinion by eight judges found that by vetoing regulations issued by the executive branch, the House and Senate "violate the principles of separation of powers" set forth in the Constitution. The ruling was issued in a lawsuit over a Congressional veto of Federal Trade Commission regulations that govern the information provided to consumers by used-car dealers.

The implication of that ruling for federal education regulations—nearly all of which are subject to the "legislative veto" under the General Education Provisions Act—is likely to be decided by the U. S. Supreme Court, which is scheduled to hear arguments on Dec. 7 in a case involving a veto by the House of Representatives of a decision by the U. S. Attorney General in a deportation case.

Executive-branch officials have, through several recent Presidential administrations, opposed the legislative veto as unconstitutional. The Reagan Administration took a similar position in the lawsuit decided last month and in the case pending before the Supreme Court.

Bell Tells Congress: Handicapped Rules Likely To Change

Secretary of Education Terrel H. Bell has told Congressional leaders that he "fully anticipates" that additional changes will be made to the Reagan Administration's controversial proposal to revise existing regulations for the Education for All Handicapped Children Act of 1975.

In letters to House and Senate education committee chairmen dated Oct. 20, Mr. Bell explained that his department will publish an entirely new regulatory proposal regarding the law, P. L. 94-142, after the public comment period for the current proposed rules ends on Dec. 2.

The Administration has come under heavy fire from the Congress and a number of handicapped-rights advocacy groups for proposing the changes to the special-education rules. In late September, Mr. Bell bowed to that pressure and "withdrew for further study" six of the most controversial sections of the proposed new regulations.

In his letter, Mr. Bell also said that his department planned to publish an "advance notice" in the *Federal Register* "which will explain to the public the actions I have taken and the department's plans for continuing our review of the regulations."

He also said that the notice would "make it clear" that "department officials intend to enter into discussions with parents, educators, school officials, and representatives of organizations" about plans for the revised regulatory proposal.

Draft Registration Not the Only Option, Task Force Reported

A closely guarded Reagan Administration report on draft registration does not lead "inexorably to the conclusion that registration should be retained as vital to national security," according to an anti-draft activist.

Barry W. Lynn, the president of Draft Action, a national organization that opposes conscription, made those comments at a press conference in Washington last week during which he released to the public a copy of the confidential report.

The document was prepared by President Reagan's military-manpower task force and presented to the President last December. It is, Mr. Lynn said, "a very good example of how a suppressed document develops a mystique which is exploited by those in power to justify a dubious decision and to imply that no other real alternatives exist."

The report did not contain specific recommendations to retain registration. Rather, he said, it outlined an option that does not require peacetime registration, but would only require that registration cards be stored at 250 postal centers for distribution to local branches during an emergency. This option, he said, would add two weeks to the amount of time saved by the current system.

Aid Forms Delayed Due to Late Ruling In Suit Against E.D.

Financial-aid forms for college loans from the federal government and state and private sources—which are usually distributed to students this month—won't be available until next year because of a delay in a ruling on a lawsuit filed against the Education Department, a department official said last week.

The delay in the ruling on the case, in which a student-advocacy group opposes a new federal rule prohibiting federal payments for processing of student-loan applications by private firms, has resulted in "the entire student-aid application process for the whole government being held up," said James W. Moore, director of the office of student financial assistance.

Mr. Moore defended the government's position, saying students can apply for federal loans using free forms provided by the department. Prior to last year, students could also use the forms of the College Board or the American College Testing company free of charge if they were applying only for federal loans.

The firms began charging students $6.50 for the service last year, when the government began refusing to reimburse the private companies. The suit seeks a return to the government's previous practice.

CITIES

Education Station Threatened By Cuts In San Francisco

A combination of state and federal funding cuts is causing a struggle for survival at the nation's oldest education FM radio station, which is located in San Francisco.

KALW-FM is owned and operated by the San Francisco school district. In the past, the district has provided 60 percent of the station's funding.

But the passage of Proposition 13 forced the district to cut spending, and these cuts were compounded by decreases in federal funding for public radio, said Leon Del Grande, the station's general manager.

Thirty percent of the station's funds comes from the federal government; listeners, corporations, and foundations donate the remaining 10 percent.

Faced with shortages in the 1982-1983 budget, the San Francisco school board moved to stop providing money to the station, but the final decision has been postponed until February. At that time, the board will review results of the station's stepped-up fund raising efforts and decide whether to discontinue funding.

KALW went on the air in 1941 using equipment the district purchased at the end of the 1939 San Francisco World's Fair.

The station has an audience of 30,000, Mr. Del Grande said, and broadcasts programs that range from school concerts and plays to school-board meetings. Students who work there gain experience in all facets of radio, he said.

Last year, the budget was approximately $240,000.

Pa. Businesses Seek High-Court Review Of Parking-Lot Tax

A group that represents Pennsylvania businesses and taxpayers has asked the U. S. Supreme Court to review the constitutionality of a tax that supports the schools, but that the plaintiffs say offers no apprecia-

ble benefits to the businesses that are taxed.

The 15-percent tax on parking fees at six of the airport parking lots that lie within the school district provides about 7 percent of the Moon Area School District's $15-million annual budget. In May, the state supreme court upheld the tax on the grounds that education is of indirect benefit to the plaintiffs.

The tax was first imposed by the local board of education in March 1979, but was struck down by the Court of Common Pleas in June 1979 and by the Commonwealth Court of Appeals in April 1981.

The school district is still collecting the tax, but is not spending the revenues gathered, said Donald Deep, the district's business manager. The district and businesses are negotiating how much in back taxes the district, in a goodwill gesture, would relinquish even if the tax is upheld on the federal level.

To make up for the $1 million that Mr. Deep estimated the district will not collect in a year without the lot tax, the board of education in June 1979 raised its property taxes from 56 to 68 mills. Mr. Deep said the property-tax hike will probably be rescinded if the lot tax survives.

The appeal, filed by the Grant-Oliver Corporation, Trans-World Airlines, USAir Inc., and taxpayers who live inside and outside the district, states that the tax violates the 14th Amendment's due-process guarantee because it is aimed solely at people who derive no benefits from the taxing jurisdiction.

Ex-Union Official Sentenced in Boise For Embezzlement

The former executive director of the Boise Education Association has been given a 14-year prison term for embezzling an estimated $400,000 from the teachers' group.

Jack White, who was head of the association for 12 years, was sentenced to a 14-year term on each of three embezzlement charges, but the judge said the sentences could be served concurrently.

Mr. White pleaded guilty to three embezzlement charges and 15 forgery charges.

A parole officer will examine Mr. White's case in six months, the earliest possible time he could gain parole.

UPDATE

Local members of a national civil-rights group ended an 18-day sit-in at the Tuscaloosa, Ala., board of education building after meeting with members of the board and two attorneys who have been involved in a controversy over implementation of new promotion standards.

Members of the Southern Christian Leadership Conference emerged from the building on Oct. 23 after an afternoon meeting in which the board members agreed to review on request the records of children who were not promoted.

The protesters, who lost two court battles over the matter, held that the policy was implemented without adequate warning, leading to a disproportionate number of blacks being held back.

They demanded that the policy be rescinded or delayed.

Of the 1,071 students not promoted in the 10,480-student district, 87 percent are black.

The meeting that produced the agreement involved five S.C.L.C. members, headed by Charles Steele, president of the local chapter; a three-man delegation from the school board, headed by chairman William Lanford; and lawyers who represented the two sides in U. S. District Court.

□

The Rev. Everett Sileven, pastor of the Faith Christian School in Louisville, Neb., has been released from jail after promising not to reopen his school in defiance of court orders.

Cass County District Judge Raymond J. Case freed him on Oct. 22 after Mr. Sileven testified that the school would remain closed.

Mr. Sileven had been jailed for repeatedly refusing to close his school despite court orders. He has been involved in a legal battle with the state since 1979 over control of his small fundamentalist school. Nebraska state law requires all public- and private-school teachers to be certified by the state, but Mr. Sileven has resisted state regulation, claiming that the state has no authority over his school.

Mr. Sileven has promised to keep the school closed unless the legislature, at a special session scheduled for this month, gives him the authority to reopen it.

IN QUOTES

"Educational research has demonstrated again and again that a family environment that supports study and learning, that rewards the child that is successful in school, will produce children who do well in school and in life later on, all other things being equal," **C. Everett Koop**, the U. S. Surgeon General told an audience of pediatricians who met last week in New York. "And the reverse is true also. A family environment that is cruel and uncaring will send cruel and uncaring children into the world as aggressive, violent adults."

□

"I do not think most occupations today need people to go to 12 years of school," the eminent author, educator and child psychologist **Bruno Bettelheim** told an audience in Omaha last month. "By insisting everyone attend school until they graduate, we have created some of the problems we are now experiencing. More kids go to college than really need to. We don't know what to do with them, so we send them to college. We need life experiences to mature the mind."

STATES

Washington To Seek Funds for Classes In Asian Languages

Washington State education officials, mindful of their state's reliance on foreign trade with Asian nations, hope to introduce courses in the Japanese and Chinese languages in high schools as early as next year.

Keith D. Crosbie, the department of education's coordinator of bilingual education and foreign languages, said the plan "is an attempt to crystallize some of the discussions that have been going on about global and international education."

A state legislator, Mr. Crosbie explained, returned recently from a trip to the Orient "and wondered what our schools were doing to assist our state's relationships with Far Eastern countries."

When the legislature convenes in January, the state education agency will ask for "a limited amount of funds" for pilot projects in four high schools, Mr. Crosbie said. "We also plan to shift our social-studies curriculum somewhat to look at the whole Pacific Rim and to provide in-service training for the whole staff."

The six-year pilot project, he estimated, would cost about $500,000.

Foreign languages—primarily European languages—are now available in all Washington high schools, but students are not required to take them. Mr. Crosbie believes that school districts and students will be receptive to the new effort.

"Students as well as their parents are more interested in what's happening in the whole world than they were five years ago," he said.

Minn. Teachers Veto Fifth Term in Office For Union President

Donald Hill, president of the Minnesota Education Association since 1975, has been denied a chance to seek a fifth two-year term.

The state association's bylaws have been amended before to permit longer terms for officers. But an attempt late last month to change the bylaws again fell 48 votes short of the two-thirds majority needed.

In a break with the association's longstanding tradition of open meetings, Mr. Hill barred reporters from the meeting of 600 delegates from around the state.

Mr. Hill, who has been credited with transforming the M.E.A. into a more militant organization—the state had 35 teachers' strikes last year—will leave office next summer, according to a spokesman for the group.

The delegates meeting last month also voted to press for legislation that would put all the state's public-school teachers into one statewide bargaining unit.

The measure, which would eliminate disparities in locally negotiated salaries, is considered unlikely to succeed in next year's legislative session.

N.J. Teachers Rally To Protest Limits On Bargaining Rights

More than 12,000 teachers and their supporters rallied at New Jersey's State House late last month to protest decisions of the state Supreme Court that have, in recent years, limited public employees' collective-bargaining rights.

The rally, which was sponsored by the New Jersey Education Association, was also held in part to protest reduced state aid to education and the jailing last month of more than 500 Teaneck teachers, who defied a court order to end their strike.

But it also kicked off a year-long campaign by union officials to raise about $500,000. Union members have been asked to contribute to the political-action fund through automatic payroll deductions, according to Robert Broderick, an N.J.E.A. spokesman.

Money raised in the effort will be used to lobby for legislative reform of present collective-bargaining laws and to support next year's legislative candidates who are sympathetic to the union's causes, Mr. Broderick said.

RESEARCH AND REPORTS

In Theory, Teen-Agers Favor Paying Their Own Way

Copyright 1982 *Highwire Magazine*. Reprinted with permission.

Today's high-school students think they *should* use their own earnings to pay for the cameras, bicycles, stereos, and other luxury goods that most of them own, but only a minority do so, according to a survey conducted by *Highwire* magazine, a national quarterly for high-school students.

Of the 600 students who responded to the survey, the results of which were published in the Fall 1982 issue, 85 percent owned bicycles, 84 percent owned a radio or cassette recorder, 80 percent owned cameras, 72 percent had designer clothes, 71 percent owned stereo systems, and 52 percent had televisions.

Although most of the students—72 percent—earned money from part-time jobs, a minority seemed to spend their money on luxury goods. Of the students who owned bicycles, for example, 26 percent had paid for them themselves. Designer clothes were the only item for which students paid more frequently than did their parents.

Many students, however, said they would do better to pay for these items themselves, according to the survey. "Students should try to buy their own stuff because they take better care of it," one girl wrote. "Parents should pay only for things that the kid needs," another student noted. "After all, they have bills to pay, too."

Cameras and stereos weren't the only luxury possessions that students reported owning. Sixteen percent had guns, three quarters of which had been bought by parents, and 37 percent had their own telephone, also bankrolled by parents in most cases.

A small group of students contributed to their room and board, according to the survey, although considerably more favored the idea under some circumstances—for those over 17, for example, or those whose parents need the money.

Educators who would like to see the complete survey, "Students and Their Money," may request a free copy of the issue from *Highwire Magazine*, Department E.W., P.O. Box 948, Lowell, Mass. 01853.